Kentucky Department of Education
Science Adoption 2008-2014

Provided by the Publisher				Provided by the Publisher
ISBN - **9781585913190**		Publisher - **It's About Time, Herff Jones Education Division**		
Active Physical Science Student Edition				
Type - P1	Author - Eisenkraft, Dr. Arthur			
Copyright - 2005	Edition - 1st	Readability - 1030		
Course - Physical Science		Grade(s) - 9, 10, 11		
Teacher Edition ISBN if applicable			9781585913206	

Overall Recommendation: ☐ **Recommended as Basal**

Overall Strengths, Weaknesses, Comments:

Volume 1 teacher manual not available for review. Student edition

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CRITERIA
This basal resource …

A. Encompasses KY Content Standards & Grade Level Expectations	☐ **Strong Evidence** ☒ **Moderate Evidence** ☐ **Little or No Evidence**

☐ Text is designed to be used in an elective course outside the Program of Studies

1) Includes the 7 Big Ideas of science to the following extent:

a)	Structure and Transformation of Matter	☐ Strong	☒ Moderate	☐ Little	☐ N/A
b)	Motion and Forces	☒ Strong	☐ Moderate	☐ Little	☐ N/A
c)	The Earth and the Universe	☐ Strong	☐ Moderate	☐ Little	☒ N/A
d)	Unity and Diversity	☐ Strong	☐ Moderate	☐ Little	☒ N/A
e)	Biological Change	☐ Strong	☐ Moderate	☐ Little	☒ N/A
f)	Energy Transformation	☐ Strong	☒ Moderate	☐ Little	☐ N/A
g)	Interdependence	☐ Strong	☒ Moderate	☐ Little	☐ N/A

2) Addresses content-specific enduring understandings from the related Program of Studies standards. ☐ Strong ☒ Moderate ☐ Little ☐ N/A

3) Addresses content-specific skills and concepts from the related Program of Studies standards. ☐ Strong ☒ Moderate ☐ Little ☐ N/A

4) Content addressed is current, relevant and non-trivial ☒ Strong ☐ Moderate ☐ Little ☐ N/A

5) Provides opportunities for critical thinking/reasoning ☒ Strong ☐ Moderate ☐ Little ☐ N/A

6) Strengths, Weaknesses, Comments:

- Specific strengths-which areas/concepts are covered exceptionally well?
- Specific weaknesses-which areas/concepts would likely require supplementing?

This text is exemplary in using real world applications and inquiry based learning to teach physical science concepts.
1A - Lacks in depth explanation on nuclear reactions. Reaction rates and bonding.
1F - Lacks in depth explanation of fission and fusion reactions. Wave behavior is thoroughly covered, Does not address biogeochemical cycles or environmental concerns.
1G - Environmental concerns are not addressed, earth interactions and world resources are sparse.
2 - Physics concepts are adequately covered with basic chemistry topics covered. In depth understanding of chemistry and environmental topics will need to be supplemented.
3. In-depth chemistry and environmental skills and concepts are not addressed by this text.
4. Content and activities in this text are real world inquiry based; the culminating activity for each unit could be time consuming. Students are learning by engaging them in activities that reinforce the concepts.

B. Functionality & Suitability	☐ **Strong Evidence** ☒ **Moderate Evidence** ☐ **Little or No Evidence**

1) Suitability ☒ Strong ☐ Moderate ☐ Little ☐ N/A

- Should be suitable for use with a diverse population and is free of bias regarding race, age, ethnicity, gender, religion, social and/or geographic environment; is free of stereotyping or bias of any kind.

2) Content quality ☒ Strong ☐ Moderate ☐ Little ☐ N/A

- Free from factual errors
- Content is presented conceptually when possible—more than a mere collection of facts
- Content included accurately represents the knowledge base of the discipline
- Theories/scientific models contained represent a broad consensus of the scientific community

3) Connections to Literacy ☐ Strong ☒ Moderate ☐ Little
Note: may apply to either student or teacher editions

- Employs a variety of reading levels and is grade/level appropriate
- Contains pre, during, post reading activities
- Provides opportunities for summarizing, reviewing, and reinforcing vocabulary skills and concepts at multiple levels of difficulty for a variety of learning styles.

- Student text provides opportunity to integrate reading and writing
- Uses vocabulary that is age and content appropriate
- Focuses on critical vocabulary vs. extensive lists
- Identifies key vocabulary through definitions in both text and glossary
- Engaging text- does the text facilitate learning?
- Does understanding the text require having performed the imbedded activities?

4) Connections to Technology ☐ Strong ☐ Moderate ☒ Little

- Integrates technology and reflects the impact of technological advances
- Uses technology in the collection and/or manipulation of authentic data

5) Support for Diverse Learners ☐ Strong ☐ Moderate ☒ Little

- Provides support for ESL students
- Provides support for differentiation of instruction in diverse classrooms
  Note: may apply only to teacher edition

6) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

B3 - students need to complete imbedded activities to understand the text.
4 - A great deal of hands on projects but no emphasis on technology.
5 - Teachers guide lacks differentiation suggestions and support of ESL learners.

C. Supports Inquiry and Skill Development	☒ Strong Evidence ☐ Moderate Evidence ☐ Little or No Evidence

1) Promotes Inquiry, research and Application of Learning ☒ Strong ☐ Moderate ☐ Little

- Provides opportunities for inquiry and research that includes activities such as self-selecting topics, formulating authentic questions, gathering information, researching resources, observing, interviewing, and evaluating information, analyzing and synthesizing data and communicating findings and conclusions.
- Requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, etc.)
- Provides activities and projects for students to deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills.
- Provides opportunities for application of learned concepts.
- Uses a variety of relevant charts, graphs, diagrams, time lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills.
- Emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop and extend ideas to support reasoning.
  Note: may apply to either teacher or student edition

2) Skill Development ☒ Strong ☐ Moderate ☐ Little

- Provides opportunities to make sense of data
- Provides opportunities for critical thinking and reasoning (analyze arguments, distinguish

fact/opinion, recognize bias)
- Provides opportunities to examine a range of types of evidence
- Contains embedded activities (or extensions) that emphasize use of technology for problem solving
  Note: may apply to either teacher or student edition

3) Strengths, Weaknesses, Comments:

Strong evidence of inquiry based learning with the activities and the text. Supports best practices for teaching and learning.

D. Supports Best Practices of Teaching and Learning	☐ **Strong Evidence** ☒ **Moderate Evidence** ☐ **Little or No Evidence**

1) Engages Students ☒ Strong ☐ Moderate ☐ Little

- Includes content geared to the needs, interests, and abilities of students
- Engages and motivates students using components such as real-life situations, simulations, experiments, and data gathering.
- Includes information and activities that assist students in seeing relevance of concepts (where appropriate) to their own lives and experiences
- Provides a variety of strategies, activities, and materials to enhance student learning at the appropriate learning levels
- Activities are truly congruent to the concepts addressed, not merely correlated
  Note: may apply to either teacher or student edition

2) Uses Assessment to Inform Instruction ☐ Strong ☒ Moderate ☐ Little

- Includes multiple means of assessment as an integral part of instruction
- Provides evaluation measures in the teacher edition that supports differentiated learning activities
- Embedded assessments reflect a variety of Depth of Knowledge levels
  Note: may apply to either teacher or student edition

3) Strengths, Weaknesses, Comments:
- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards

2 - Strong evidence in multiple means of assessing inquiry based learning but lacks differentiated learning activities. Supplimentation will be required for writing in science and text lacks practice problems MC/ORQ.

E. Has an Organization/ Format that Supports Learning and Teaching	☒ **Strong Evidence** ☐ **Moderate Evidence** ☐ **Little or No Evidence**

1) Organizational Quality ☒ Strong ☐ Moderate ☐ Little

- Print and/or electronic materials present minimal barriers to learners
- Presents chapters/lessons in an organized and logical sequence
- Provides clearly stated objectives for each lesson.
- Uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, type size, color) to enhance readability.
- Makes use of various forms of media (e.g., CD's, recordings, videos, cassette tapes, computer software, web-based components) as either student or teacher resources
- Includes clear, accurate, appropriate and clearly explained illustrations and/or graphics that reinforce content standards.
- Incorporates a glossary, footnotes, recordings, pictures, and/or tests that aid pupils and teachers in using the book effectively
- Uses grade-appropriate type size

Included media are durable, easy to use and have technical merit

- Construction appears to be durable and able to withstand normal use

2) Essential Components (beyond student and teacher text) ☐ Strong ☐ Moderate ☐ Little

- Items identified as essential components support the learning goals and concept coverage of the basal

3) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

F. Has available Ancillary/ Gratis Materials *Note: The decision whether to recommend or not recommend this resource as a basal should not be influenced by Section F*	☐ **Strong Evidence** ☒ **Moderate Evidence** ☐ **Little or No Evidence**

1) Ancillary/Gratis Materials

- Coordinates teacher resources easily with student material (e.g., accompaniments included, student pages shown, instructional technology indicated).
- Are well-organized and easy to use
- Provide substantive learning opportunities and are congruent with student learning goals
- Provide opportunities for high-level thinking, assessment, and/or problem solving

2) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

Ancillaries and free with purchace are minimal. Teacher manual and student text page numbers do not correlate easy for a smooth transition between the texts.